DOCUMENT RESUME

ED 077 298 FL 004 189

AUTHOR	Pack, Alice, Ed.
TITLE	TESL Reporter, Vol. 5, No. 3.
INSTITUTION	Church Coll. of Hawaii, Laie. English Language Inst.
PUB DATE	72
NOTE	16p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Communication (Thought Transfer); Consonants; Cultural Differences; *English (Second Language); *Language Instruction; Language Proficiency; Language Role; *Language Skills; *Newsletters; Oral English; Phonology; Reading; Second Language Learning; Sentence Structure; Teacher Role; *Teaching Methods; Verbs

ABSTRACT

This newsletter contains a variety of articles on topics related to teaching English as a second language. The first article provides a general discussion of the development of teaching methods for foreign language instruction and of the needs that must be met for successful language teaching. The second article discusses reading and the need for oral language proficiency before reading instruction is introduced. The third article attempts to show the co-occurrence and non-co-occurrence of tense carrier and the verb in simple predicates. A brief discussion of differences in usage between British and American English is included in the issue, as is a chart showing possible consonant clusters in English. (VM)

FILMED FROM BEST AVAILABLE COPY

TESL REPORTER

Teaching English as a Second Language

Published by:
English Language Institute
The Church College of Hawaii

Vol. 5, No. [illegible] Laie, Hawaii [illegible] 1972

Dr. Arthur King Visits...

ESL Authority On CCH Campus

ED 077298

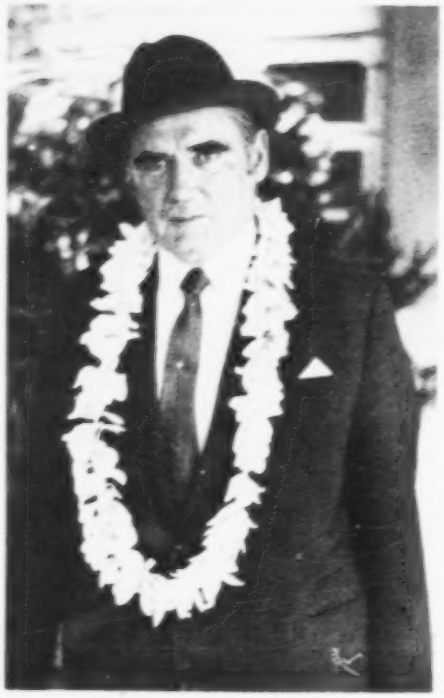
By Robert Tippetts

With his bowler hat, his umbrella, his unmistakable British manner--and a plumeria lei–Dr. Arthur Henry King came to the campus of the Church College of Hawaii for a week of lectures, discussions, and conferences on the teaching of English as a second language and on the importance of literature teaching in a religious institution.

(Cont. on p. 2)

CONTENTS

ESL Authority Visits . . . . Page 1
Language Requires Best Methods . . . . . Page 4
Oral-Aural Proficiency and Reading . . . . . Page 6
Co-occurence, Non-co-occurence of Verb Forms . . . . . Page 7
Consonant Chart . . . . . Page 8-9
British versus American English . . . . . Page 11
Dr. Marckwardt to Teach . . . . . Page 15
Book Reviews . . . . . Page 12, 16



Dr. Arthur H. King

FL004 189

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Dr. Arthur King Visits (Cont.)...

(Cont. from p. 1)

This was Dr. King's second visit to Church College. In 1968 he came to C.C.H. to observe its new TESL program. He was then the Assistant General Director and Controller of the Educational Division of the British Council in London and a language specialist for the Ford Foundation. This visit he is a member of the English Department of Brigham Young University in Provo, Utah and is a prime mover in the establishment of a world-wide ESL program for the Church of Jesus Christ of Latter-day Saints.

Dr. King's vast experience as an administrator for the British Council for which he established centers for the teaching of English as a second language throughout the world, his knowledge and experience as a professor at Oxford, and his clever and sharp wit were clear to all who heard his lectures and met with him in conference.

Soon after he arrived on campus, he addressed language-interested faculty members and students in a special meeting in the little theatre. He challenged teachers of languages and literature to learn their non-English speaking students' cultural "roots" and, through the medium of English, to compliment or to develop these students' own cultural identity.

After this lecture and most of the day Wednesday, Dr. King met with Alice Pack, Director of the TESL program at C.C.H., Dr. Jay Fox, chairman of the English Department, and Robert Tippetts, Director of Freshman English to discuss the teaching of English on all levels to Polynesian, Asian, and Pidgin English language speakers. Discussions of entrance requirements for foreign students, foreign student motivation, language and literature texts, writing subjects, modular scheduling, adequate general orientation courses for a multi-cultural campus, and other topics of concern were held. As the Brigham Young University is in the process of establishing a

An old friend, Dr. Verber Bickley, now at the U. of H., talks with Dr. King (top photo). The ESL expert also met with Dr. Wayne Allison, CCH Academic Vice-President (lower photo).

Dr. King...

MATESL program, Dr. King was also at C.C.H. to observe closely its successful language program which begins with ESL teaching and then further develops language proficiency for foreign students in its freshman English and sophomore literature programs.

Gene Crismon, C.C.H. Registrar, Dwayne Andersen, Foreign Student Advisor, and many other administrators and faculty members of the college met with Dr. King to discuss the general academic and social environment of the campus as a center for inter-cultural study.

Highlighting his stay was a lecture he presented for the entire C.C.H. community. The Commissioner of Education of the sponsoring institution recently established at the three Church-operated colleges--Ricks in Idaho, B.Y.U. in Utah, and C.C.H. in Hawaii--what he has called "The Commissioner's Lecture." Dr. King presented this lecture on Wednesday evening in the College auditorium. His subject was "The Literature of the Anglo-Saxon Tradition," and his theme was the moral significance of Anglo-Saxon literature. Dr. King's literary and moral background was evident as he discussed Shakespeare, Milton, and other great English poets as moral and religious writers.

When the Pacific Islands Directors of Education, who were guests in Hawaii of the East-West Center, University of Hawaii, visited C.C.H. campus on Thursday, March 16, Dr. King was asked to give the luncheon address. Because he was known personally by many of the educators, the lecture was informal and treated the subject of teaching English world wide as the means of general communication. His lecture concluded with questions and answers. His response to the final question--one suggesting more world-wide change in areas where enough change for its own sake had already taken place--is classic. Dr. King quoted G.K. Chesterton's words, "Don't ever take a fence down until you know the reason why it was put up." He generalized that

(Cont. on p. 14)

Dr. King had his informal moments (top and lower photos). He also met with English Department members, (center) Dr. Jay Fox, left, and Robert Tippetts, right.

Vital Role of Language Requires Best TESL Methods, Knowledge

By Elizabeth Lund

In our times when the need for understanding between nations is greater than ever before it is most important that communication between ordinary people should be clear enough to lead to sympathy and coordination of strengths to fight international evils. For this reason alone the teaching of languages becomes of primary importance. With the growing spread of American influence throughout the world the increased use of English makes it imperative that the most effective methods be used for teaching this as a second language. If present trends continue our native tongue could supersede all others as the international medium for communication.

The learning of second language presents to both pupil and teacher several basic problems. These arise from differences in sounds used; differences of sequence and sentence structure; the natural tendency to retain familiar patterns and translate word by word. When basics are mastered there still remains the difficult task of understanding the cultural carry over into the new language, its mannerisms, humour, allusions, double-meanings, and the social themes that are significant in the lives of the native speakers of that language.

Elizabeth Lund is currently working to complete the T.E.S.L. Degree in 1972. She has taught in England where she was trained and in Australia. Her work has been in Primary education and Curriculum Development. She is well known in Queensland as an innovative educator.

E. A. Nida in *Learning a Foreign Language* describes five progressive stages in the learning of a new language. The first of these requires a vocabulary of 200-300 words which are sufficient for the expressing of elemental needs, also all the basic adjustments for the production of unfamiliar sounds and the elements of intonation and stress.

The second stage develops the language to the point of practical usage in immediate life situations. The third is reached when there is understanding of speeches, films, conversations when the topic is known. By stage four there should be understanding of normal conversation on any level or subject with reasonable but not quite expert fluency. The student who has reached stage five should be able to use his new language with sufficient understanding to be able to joke and make puns.

The learning of any language depends upon four processes. Two of these are natural to all normal people: - the ability to listen and the ability to speak. The other two, the ability to read and the ability to write must be developed by education. Past approaches to the teaching of languages, even native ones, tended to concentrate on the skills that had to be learned and largely ignored those that are natural. Students were taught about languages without learning how to speak them. The clumsy sentences of examples quoted in the "grammar" books hardly equated the living language they were meant to illustrate and instead of "grammar" being a short cut to language it became a stumbling block for hundreds of pupils and effectively robbed them of any joy in learning. In many places the old methods still persist and it takes abnormal need or motivation for students to persist until a language thus taught becomes an effective means of communication.

In England and Europe at the beginning of the 20th century the most progressive schools began to use a new method proved effective in intensive programs used in language institutes. This was the "Direct Method" which was language learning by direct contact with native speakers of the target language. The learning of phonetics and phonetic transcription was part of this method. There was also interchange of students between Continental and English schools which helped to make language learning more than a prerequisite for entrance to University. However, in most

(Cont. on p. 13)

TESL and Reading...

Oral-Aural Proficiency Required

by Kenyon L. Moss

Language has been defined as a system of arbitrary sound symbols by which human beings react to each other. Writing is the graphic representation of those sound symbols and reading is recognizing and understanding the writing. Learning to speak and understand a language means learning the language, but reading and writing imply that the language is known and we are learning a graphic description of it. Reading involves two different skills - recognizing and getting the meaning of a word. To read is to grasp language patterns from their written forms. In a second language, reading is usually taught to students who are already literate in the native tongue.

Kenyon Moss is working on his T.E.S.L. Degree at CCH and has taught in the ELI program for two years. He served a mission in Mexico for the LDS Church and was in Viet Nam in the Marine Corps.

Reading in a second language is part of the learning of that language and should naturally follow listening and speaking in that language, as it does in the native language. The student learned to listen, understand, and speak his own language before he learned to read, understand and write it.

Learning to read English is not just learning a new vocabulary. The most difficult part is mastering the new sounds and structures of English and the best predictor of successful reading is oral language proficiency. It is only after students can say the material well enough that they should be allowed to see it. Reading is done faster if the sounds of the language are known because many students tend to make the sounds in the throat when reading. Learning to read before oral and aural proficiency have been attained can only lead to the reading which is similar to decoding. In order to read with ease and enjoyment, students must know the sounds, structure, and vocabulary of the new language and be familiar with some of the culture of English speakers so that they may understand the situation and appreciate it better.

What has been learned previously about reading in the native language of the student must also be taken into consideration. Most students of English as a second language have the following before learning to read English:

1. A knowledge of the sound and structure patterns of the native language.
2. An awareness of the mechanics of reading.
3. An ability to recognize printed symbols.
4. Experience with a limited number of basic patterns of English sounds and structure.
5. Some knowledge of the culture of speakers of English.

If these are found lacking in the students, the teacher should take time to introduce them before starting the reading program. In the beginning, the reading

(Cont. on p. 12)

Summer Issue To Explain CCH Changes

There are a number of changes underway presently in the English Language Institute and BATESL programs of the Church College of Hawaii.

The two programs, which play an important role in the college language training and teacher training offerings, will change in format and administrative organization.

A complete story with pictures is being prepared for the summer issue of The TESL Reporter.

Co-occurence and Non-Tense Carrier and Verb

By Yao Shen

The formation of simple predicate expansion by means of continuous strings and discontinuous strings has been described in a previous article, "Supplementation of Opposites in Simple Predicate Expansion," *TESL Reporter, Vol. 4, Nos. 1-4 (Fall, 1970-Summer, 1971).* In an expanded predicate, the string begins with an auxiliary or a modal and ends with the verb. In an unexpanded predicate, there is no string, since the verb is not preceded by either an auxiliary or a modal. The present article attempts to show the co-occurrence and non-co-occurrence of the tense carrier and the verb in simple predicates. The purpose is to simplify for both teachers and students of ESL an area where words such as have, be, do; can, will are sometimes called auxiliaries and modals, and at other times verbs. Illustrations are affirmative statements.

Yao Shen is a former contributor to this magazine. She is a professor in the Department of English at the University of Hawaii and an author of over 80 publications in eleven different countries.

Tense in English is either present or past. The past tense is marked by vowel change or the addition of the "dental suffix" in the pronunciation of -t, -d, or -id to the verb base. For example.

Vowel change

Verb base	eat, come, sing
Past	ate, came, sang

Dental suffix

Verb base	walk, enjoy, attend
Past	walk-t, enjoy-d, attend-id

In the present tense, the third person singular is marked by the addition of the -s, -z, or -iz suffix in pronunciation to the verb base.

Verb base	eat, come, watch
Third person singular	eat-s, come-z, watch-iz

The word in a simple predicate which carries tense or the tense carrier begins the predicate. Three illustrative groups of simple affirmative statements are taken up.

Group 1. In an unexpanded predicate, the word which carries them is also the verb. In other words, the tense carrier and the verb co-occur. Such tense carriers can be lexical verbs.

Tense carrier = verb (lexical)		
Joe	eats	
Joe	ate	
Joe	watches	color T-V
Joe	watched	color T-V

Group 2. An expanded predicate contains a string which begins with an auxiliary or a modal. The verb terminates the string. The auxiliary or the modal carries tense; the verb does not. In an expanded predicate, the tense carrier and the verb do not co-occur.

Tense carrier = auxiliary or modal	
Joe's book	has
His poems	have
Joe	is
His fables	were
His students	do
His friends	can
His ideas	would

co-occurence of in Simple Predicates

Verb	
	arrived
been	published
	writing
being	enjoyed
	study
be	singing
have been	accepted

Group 3. Auxiliaries and modals which carry tense in expanded predicates as those above may occur withOUT being in a string. In such cases, they are also the verb. There is co-occurrence of the tense carrier and verb.

Tense carrier = verb
(auxiliary or modal)

Joe's book	has
His poems	have
Joe	is
His fables	were
His students	do
His friends	can
His ideas	would

Frequently teachers and students of ESL dwell on the concept that the verb, usually a lexical verb, carries tense. This is quite true with sentences as those in Group 1 in which the tense carrier and the lexical verb co-occur. When the concept is applied to sentences such as those in Group 2 in which the tense carrier and the verb do not co-occur (tense here is carried by auxiliaries or modals, and not by the verb), it causes difficulty. In fact, the difficulty is further complicated by sentences such as those in Group 3 in which tense is carried by the same words which are auxiliaries and modals in Group 2 sentences. But here they are the verbs.

It seems that the importance of identifying the tense carrier in the predicate should be brought to the fore. If there is a string in the predicate, the word in the string which carries tense begins the string and the word in which ends the string is the verb. If there is no string, the tense carrier itself is the verb, be it a word with lexical meaning or one that is an auxiliary or a modal elsewhere.

There are now two types of sentences, X and Y, rather than three groups. In type X are sentences from Group 1 and Group 3. The predicates of these sentences are unexpanded; tense carrier and verb co-occur. In Type Y are sentences of Group 2, the predicate of which is expanded. Here the tense carrier and the verb do not co-occur. The co-occurrence and non-co-occurrence of the tense carrier and verb in the two types of simple affirmative statements are given below.

(Cont. on p. 10)

SUMMER SCHOOL CCH CIASSES

Education 597

Workshop in Teaching English as a Second Language. Section 1 June 19 to June 30; Section 2 July 3 to July 15.

ELI 101, 102, 103, 104

Foreign Student Skills Program

ELI 101

Special Program in English for International Exchange Japanese Students (30 students) Registration closed; (Non Credit).

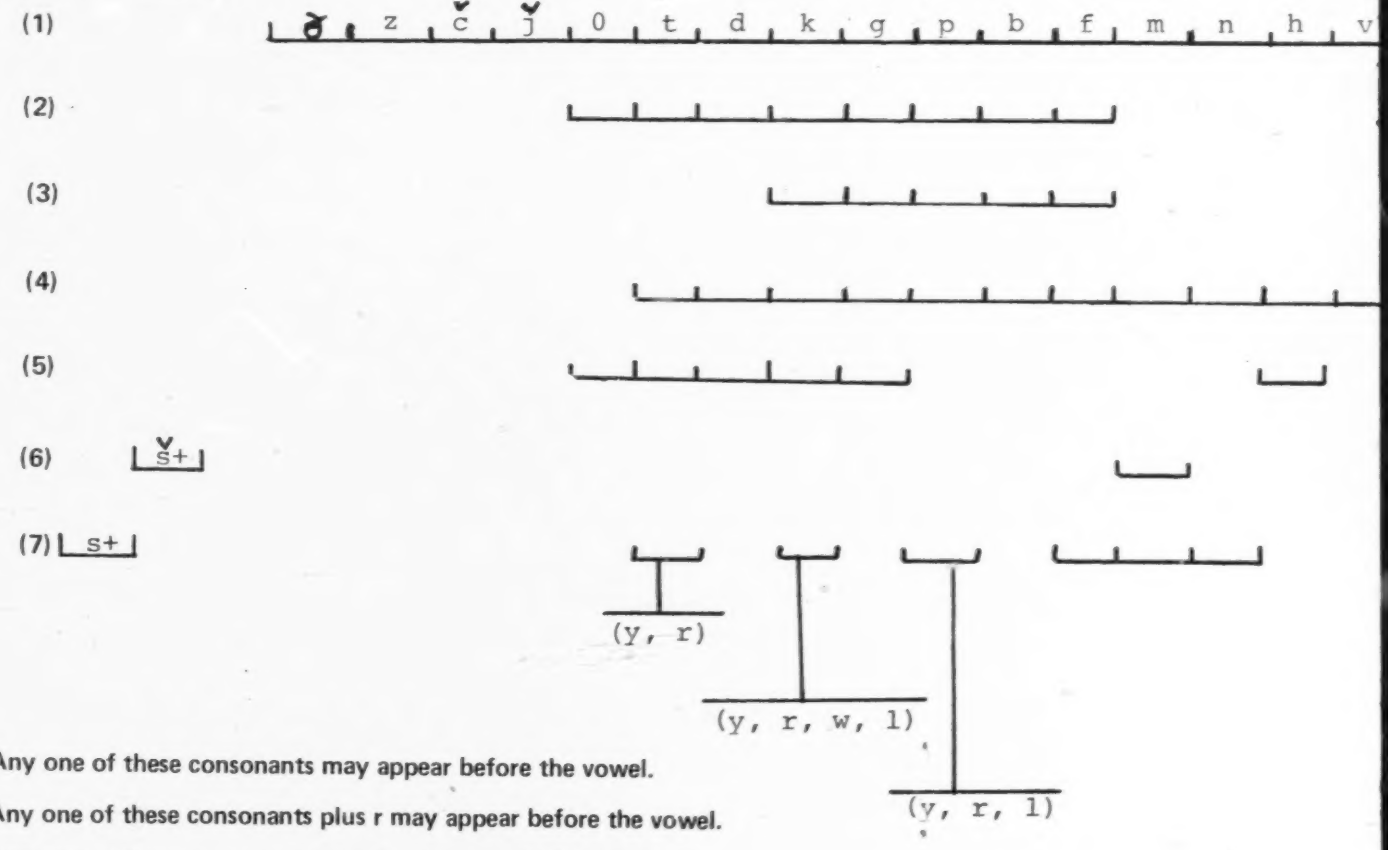
ELI 101

Special Program for Japan International Student Union. (40 students) Registration closed; (Non Credit) August 10 to August 30.

POSSIBLE CONSONANT CLUSTERS IN ENGLISH

BY Gerald Dykstra and Alice C. Pack

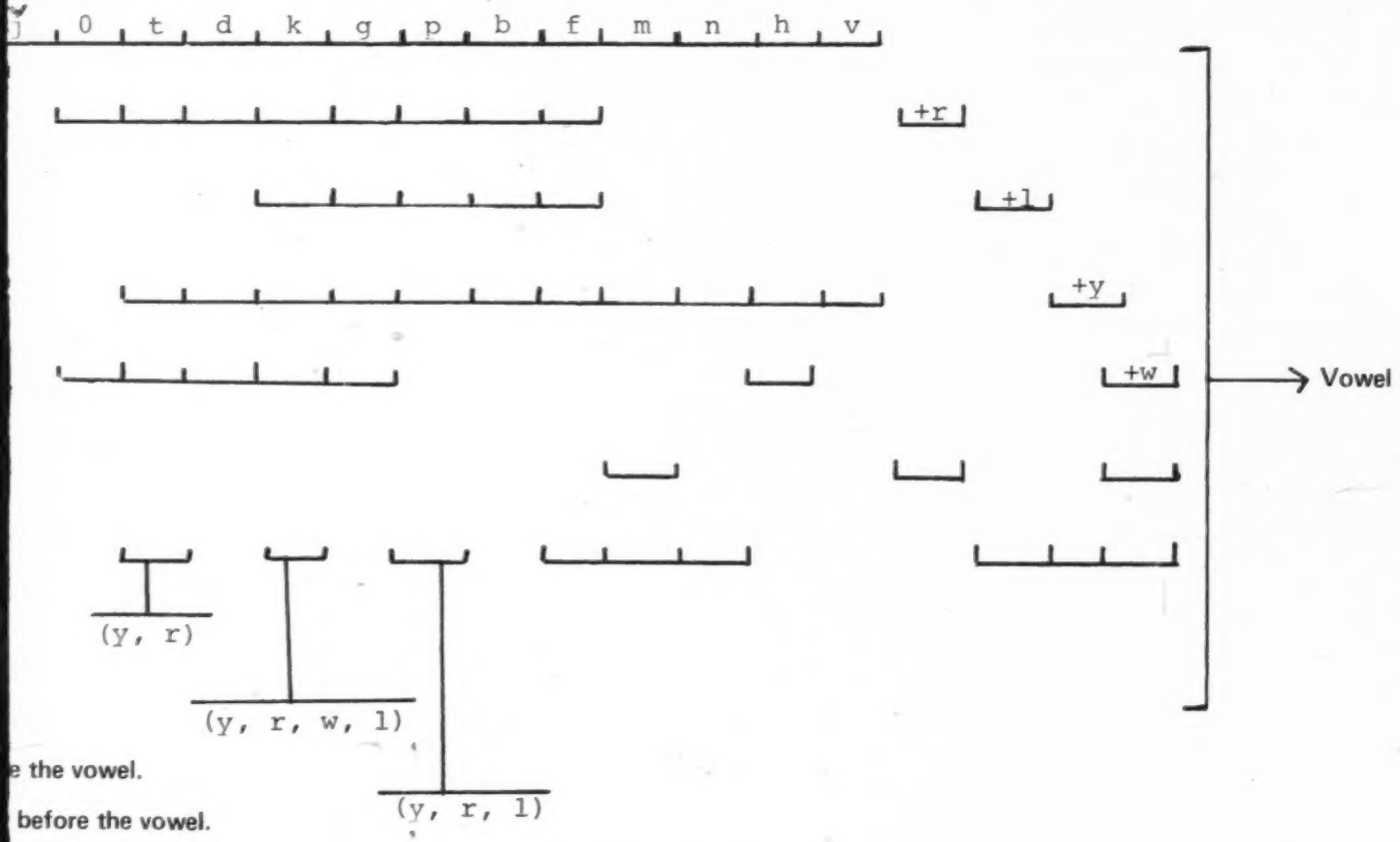
ESL students and teachers whose native languages contain very few consonants and no consonant clusters feel that learning these in English is an
these combinations. As this chart shows, consonant clusters in English are highly structured and extremely limited. Oral practice on a few spec
without too much diffiuclty.



1. Any one of these consonants may appear before the vowel.
2. Any one of these consonants plus r may appear before the vowel.
3. Any one of these consonants plus l may appear before the vowel.
4. Any of these consonants plus y may appear before the vowel.
5. Any of these consonants plus w may appear before the vowel.
6. š plus any of these consonants may appear before the vowel.
7. s plus any of these consonants, plus one of the consonants in () [when attached below] may appear before the vowel. *This*

LE CONSONANT CLUSTERS IN ENGLISH (INITIAL)

very few consonants and no consonant clusters feel that learning these in English is an almost impossible task because of the multiplicity of ters in English are highly structured and extremely limited. Oral practice on a few specific combinations should help a student master these



e the vowel.

before the vowel.

before the vowel.

ore the vowel.

ore the vowel.

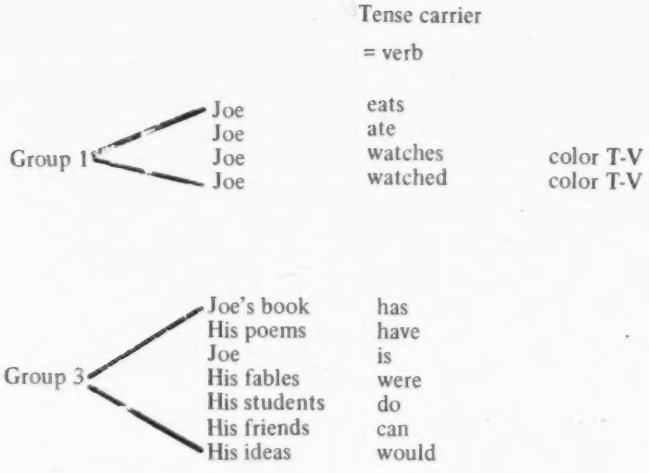
re the vowel.

consonants in () [when attached below] may appear before the vowel. *This chart is based on studies by C.C. Fries and B.L. Whorf.*

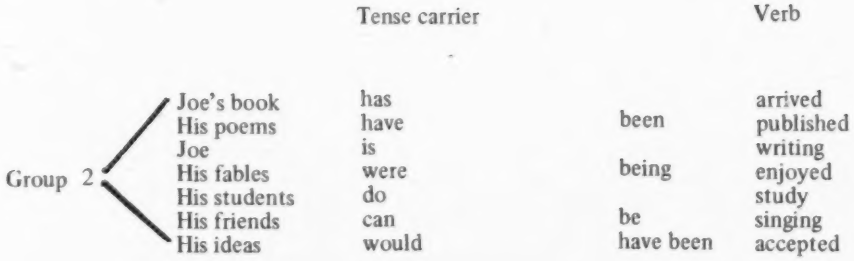
Co-occurence and Non-co-occurence....

(Cont. from p. 7)

Type X: Co-occurrence



Type Y: Non-co-occurrence



It is hoped that the idea of convergence (co-occurrence) of tense carrier and verb, and the divergence (non-co-occurrence) of tense carrier and verb will help teachers and students in ESL in the formation of simple affirmative statements with expanded and unexpanded predicates.

"How the British Say it" can Add Problem To Cross–Cultural Communication

By Jason Alter

Foreign students who come to the United States to study often come from areas where British influence has been preponderant, especially in the realm of English-teaching. For example, many students tend to say "zed" for "Z," etc. Such students may maintain that they are therefore less well-equipped to handle English proficiency tests given on our shores.

Jason B. Alter is Director of the English Language Institute, University of Hawaii in Honolulu. He will spend a sabbatical year and an additional year of leave teaching at Nanyang University in Singapore May 1972-1974.

Rather than take a position on this issue, the writer merely presents excerpts from a story in the Jan 30, 1971 copy of *The New Yorker*, "The Night Out," by Ted Walker. Items for comparison are underlined, followed by a likely American-English equivalent. Many of the expressions are distinctly different, and would make for varying degrees of difficulty in communication.

1. "put the invitations in the *post*
   cf. "in the mail"
2. "The *cheek* of it..."
   cf. "nerve"
3. "if you *ring* back now"
   cf. "call"
4. "a simple case of *having the sulks*"
   cf. "feeling moody," "feeling blue"
5. "as a matter of *bloody annoying* fact"
   cf. zero (used for emphasis)
6. "I'm sorry, *love*, I've let you down."
   cf. "dear"
7. "I *shan't* bother"
   cf. "won't"
8. "the annual *bun-fight* at the club"
   cf. "dinner," "feed"
9. "That was *Mum* and Dad"
   cf. "Mom"
10. "a *fat* lot of good that did"
    cf. zero (used for emphasis)
11. "They've *fixed up* for her to come over"
    cf. arranged"
12. "*The film's* going to start in a minute."
    cf. "movie's"
13. "I *daresay* they asked us..."
    cf. "really think"
14. "bother about *collecting her*"
    cf. "picking her up"
15. "Elsie Roak was a *good sort*"
    cf. "a good sport," "cooperative"
16. "*we'd not* have to"
    cf. "we wouldn't"
17. "You've still not *seen to* your chair"
    cf. "taken care of," "fixed"
18. "It'll have to *do service* one more time."
    cf. "be used"
19. "between two *minicars*"
    cf. "compacts"
20. "I'll *follow on*"
    cf. "come along."

While the items above are not unintelligible, most would tend to be marked as "unnatural" to a speaker or listener in the other vernacular. The language teacher is well-advised to be aware of these differences, that he may prepare his students to cope with them at least on a recognition level. At issue here, partially, is how "fluently" the foreign student wishes to fit into the environment.

TESL REPORTER

A quarterly publication of the English Language Institute and the BATESL program of The Church College of Hawaii.

Editor . . . .Mrs. Alice Pack, Assistant Professor of English and TESL.
Staff . . . . Api Hemi, Paul Thomas, Barbara Elkington

Articles relevant to teaching English as a second language is Hawaii, the South Pacific and Asia, may be submitted to the editor through Box 150, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding three pages.

TESL and Reading...

(Cont. from p. 5)

should be largely oral and imitative, using pictures, the blackboard, flash cards, etc. striving for recognition of the symbols and getting meaning from them. Recognition begins to develop in this stage.

The next step should be book reading. The material found in reading books may be classified in three areas:

1. Material which has already been produced orally; both structure and vocabulary. This should cause no trouble and will probably be familiar to the students.

2. Material which has not been produced orally but which occurs throughout the reader.

3. Material needed for one selection only.

The reading may be accompanied by a tape recorded lesson of the material or by the teacher. The teacher may want to read aloud so that the students do not reinforce incorrect sounds in their silent speech and so they will comprehend words which they have heard spoken but have not seen.

As teachers, we need to understand certain things about reading:

1. The ability to read will increase much faster than the ability of expression. (True in relationship of listening comprehension and speaking, also.)

2. Children vary in their levels of maturity and growth; this affects the ability to learn.

3. The desire to learn to read depends on the interest the student has in the content of the reading material. The teacher should be careful to select material of interest to the students and which will benefit them in learning new vocabulary, patterns, etc.

Teachers need not postpone reading until complete mastery of the language has been achieved. They may teach the reading of a pattern immediately after it has been mastered orally, thus starting reading comprehension with the first lessons.

The major job of the teacher is to provide experiences in the second language before beginning intensive reading in that language. A second language teacher may have to substitute realistic situations for real life experiences and limit the selection of experiences to basic matters. If motivated properly, the students will try to read new material.

Bibliography

Mary Finocchiaro, *English as a Second Language From Theory to Practice*, Simon and Schuster. 1964.

Robert Lado, *Language Teaching*, McGraw-Hill, 1964.

Eleanor W. Thornis, *Teaching Reading to Non-English Speakers,*

Theory and Practice in English as a Foreign Language, The Research Club in Language Learning, 1963. Collier-McMillan, 1970.

BOOK REVIEW

American Readings, A Saxon Series in English as a Second Language by Robert M. Grindell, Leonard R. Marelli and Harvey Nadler. **McGraw-Hill Book Company. pp. 223 Paper Back. $3.50.**

American Readings contains selections and exercises for vocabulary development for adult students who are at or above the intermediate stage in language proficiency. The chief intent of *American Readings* is to provide for intensive practice in American English. Intensive reading calls for close attention to vocabulary and the structure within which this vocabulary occurs; it also calls for thorough study and careful preparation. There is strong emphasis on practice with a great number of exercises to develop the student's command of the language. The essays in this book are the work of well-known American authors and the themes range from the humorous to the philosophical to the factual. The exercises following each essay provide for frequent recurrence of vocabulary items to expedite the permanent addition of the items to the student's total active and passive vocabulary. The fifteen units of the book provide ample material for one semester.

Api Hemi

Language Requires TESL Methods...

(Cont. from p. 4)

schools lack of teachers trained to work in this way meant a continued persistence of old methods. The great advantage of this "Direct Method" was that it substituted for text book grammar real language contact and the use of the language in speech and writing superseded "translation and dictation". Students began to "think" in the new language without translating each word. Provided that high motivation could be maintained this method was very effective particularly when visits to the country of origin could be arranged.

Linguist Needs Grew

After World War Two there was a growing need in America for trained linguists to assist occupying forces in many parts of the world. This led to the development of new courses for the effective and speedy learning of languages for the training of service personnel. Need provided high motivation. The course was intensive and there was no competition during the learning period from any other courses of instruction. Native language speakers were employed as informants and the success of the scheme roused interest in educators in general.

Several years passed before Leonard Bloomfield's theory as it was developed in the Army Language Schools, The Language Training Mission, and The Peace Corps Training School was applied in the normal school classroom situation. The basis of Bloomfield's learning model is that the command of language is a matter of practice until new habits of speech are formed. He stresses "memorization" rather than "utilisation", and developed practice dialogues using basic sentences in varied combinations to ensure an automatic response to a given "clue".

This "audio-lingual" method also uses "pattern practice" which is manipulation of sentences to bring out the grammatical structure of the language. This is intended to simulate the natural way in which a child learns the structure of his native language and in this phase as well as in the "mimicry-memorization" process over-learning has to take place for the establishing of firm habits. Lado quotes Bloomfield as saying "The command of a language is a matter of practice ... language learning is over-learning; anything else is of no use".

Learning in the way described is a non-intellectual, mechanical activity in which responses are geared to certain stimuli. Drill through a series of patterns with immediate reinforcement through correct responses and practice to the point of over-learning certainly enables a student to achieve automatic response. Such response, however, is non-thoughtful and new ideas now challenge this behaviourist approach.

Critics of Bloomfield state that there is certainly not enough time to be able to learn enough patterns to be able to produce the completed and original utterances of a native speaker of a language. Language is not just a motor skill and psychologists agree that repetition plays an insignificant role in the formation of associations of the type needed to enable a student to be creative in a new language. Since language is part of living educationalists have for some time been using the "environmental" or "situational" approach. This method makes language meaningful and is used in the teaching of a native language as well as in the teaching of a second language. In the Rudolf Steiner Schools languages are taught in situations that encourage students to generalize, form intuitions and reason about their studies. Other educational organisations are now training teachers for the use of this situational approach and it is possible to obtain excellent texts and work-books for classroom use. All four of the processes of learning are used simultaneously in this very effective method and motivation can be kept very high as the situations used are stimulating and interesting. It is possible to use this method in the newest of integrated learning approaches as well as in the normal "separate subject" curriculum.

'New Dimension' Given

There is now a "new dimension" in language learning as John P. Hughes says in his book Linguistics and Language Teaching. This is the development of structural

Language Requires....

(Cont. from p. 13)

understanding. He quotes Chomsky's description of language as "a finite set or infinite set of sentences, each finite in length and each constructed from a finite set of elements". Also his concept of the fundamental task of grammar is "to provide a description that will apply to all the sentences possible in that language and to none that could not occur in that language." Transformational Grammar is a new tool for the language teacher which can be used particularly well with the "situational" approach which encourages students to be inquisitive about the language they learn. It makes possible an intelligent investigation of the linguistic structure of English, which can be defined. Those definitions, however, can be used according to the rules of transformation in such a way as to produce an indefinite number of arrangements to form an unending variety of sentences each one of which is correct. This is the newest tool but language is a living subject and there may be other tools emerging for its future growth and change is unpredictable.

Needs of Teacher

Whatever methods are employed and whatever tools are used there are two other elements in any language teaching program which must be considered--the pupils and the teachers. Students learn for a variety of reasons, but, unless they are living in a country where a second language has to be adopted for trade or communication purposes, or unless they are adult and learning a language for a specific need, motivation for learning has to be artificially stimulated and maintained. The specific needs of the students must be recognized and the teachers must be trained so that they can make the most effective use of whatever methods they may employ.

Concept Vital

The trained teacher needs general professional expertise as well as the special knowledge peculiar to language teaching. This latter may vary according to where the teacher is to work. For example in the Berlitz Language Institute a teacher needs only to be proficient in the language to be taught and has no great need to know much about methods other than the "Direct Method". Others, however, need to be aware of the advantages and disadvantages of the various methods; need to be knowledgable about modern teaching tools; know the resources available; be aware of the special needs of their pupils. They must have the linguistic background that will enable them to understand what language is and maintain their awareness of significant developments. Teachers need also to be familiar with new methods of assessment designed to test the mastery of units and patterns that are different from the student's native language and which constitute the learning problems. In order that they may appreciate and teach to mitigate these differences they must have some knowledge of the student's native language. Above all they must be aware that their task is to help their students to understand and be understood in a different language by enabling them to use the structural units of that language in valid situations.

Dr. King...(cont.)

(Cont. from p. 3)

educators and administrators have been pulling fences down all over the world without carefully considering the implications. Then, changing his language register and tone, he said, "The bulls are loose." Making the motion of opening and closing an umbrella in the face of a charging bull, Dr. King, in a loud and excited voice, shouted, "Quick, gentlemen, your umbrellas. Defend yourselves."

Robert Tippetts did his graduate work at Brigham Young University and is presently Director of Freshman English at Church College of Hawaii.

During the week, many of us learned the truth of Quintilian's words as quoted by Dr. King in his Commissioner's Lecture, "Speak that I may see thee." His sincerity of purpose was clear in the words he spoke; the teaching of English on this campus will go forward with new confidence-and wisdom-and with a wider base as a result.

A. H. Marckwardt To Teach 2 Summer Classes at U. of H.

Albert H. Marckwardt, Paton Foundation Professor of Ancient and Modern Literature Specialist in English Language and Literature and Linguistics of Princeton University will be visiting professor in the Department of English, University of Hawaii.

Dr. Marckwardt, author and editor of over 150 publications including *Introduction to the English Language, American English,* and *Linguistics and the Teaching of English,* was the director of the English Language Institute at the University of Michigan and the University of Mexico, held Fulbright lectureship in Austria, served on the U. S. Education Commission in Japan, and was State Department Consultant on Teaching English in Columbia, Peru, Panama, Italy, Eastern Europe,and India.

English 403 (3)

AMERICAN ENGLISH

The course begins with a consideration of the differences in vocabulary between British and American English and an examination of the historical and cultural factors and linguistic processes responsible for these differences. Among the latter are borrowing from other languages, changes in meaning, compounding, word derivation, clipping, functional change, back formation, etc. Differences in vocabulary among the various dialects of American English are dealt with in a similar manner. Differences in pronunciation between American and British English are taken up next, with attention to differences in stress and intonation pattern as well as the quality and distribution of the individual sounds. These, too, are dealt with in terms of historical background, and again the regional differences in American pronunciation are dealt with in some detail.

Differences in grammatical form are considered in the light of their development in the various social dialects of American English. There is next a treatment of syntactical differences between British and American English, followed by an account of spelling differences in the two forms of the language. The career of Noah Webster is the focus of a study of American dictionaries. The course concludes with an examination of British attitudes toward the English language in America and American attitudes toward British English.

Dr. A. H. Marckwardt

Professor Marckwardt is a past president of the Linguistic Institute, and the National Council of Teachers of English. Other government services include U.S. Information Agency, U.S. Office of Education, and National Advisory Committee for Exchange of Teachers.

Professor Marckwardt is presently on the board of directors of the Center for Applied Linguistics in Washington, D.C. A member of Phi Beta Kappa, is a recipient of the Distinguished Faculty Service Award at the University of Michigan and the David A. Russell Award for Distinguished Research in the Teaching of English, National Council of Teachers of English.

English 745

LINGUISTICS AND LITERATURE

The purpose of the seminar will be to explore and exemplify certain applications of linguistics to the study of literature. Topics to be considered will include the relationship between sound and sense, metrics, the portrayal of dialect and of the spoken language through the medium of writing, the employment of grammatical devices to indicate various types of social and personal relationships, the uses of deviations from the syntactic norms of Standard English, problems of translation and approaches to the analysis of style. Each student will be asked to make one or more oral reports and to write a term paper consisting of a close analysis of a short work by a major writer, in which a linguistic approach is employed.

BOOK REVIEWS

Constructing Sentences by Earl Rand **Holt, Rinehart, and Winston 1969 197 pp. $3.10.**

112 semi-programmed transformation drills for intermediate and advanced ESL adult students and nonstandard dialect speakers. Students first produce compound and conjoined sentences, then move on to complex and embedded sentences. Factive constructions are next, including nominalization and adjectivals. There are exercises in subjunctives, comparatives, passives, using adjectives as verbs and verbs of mental and psychological states. Examples are given for each exercise and correct responses are also printed below each line (semi-programmed format) this could be an disadvantage for some students. Most of the constructions are excellent with very few transformations that seem forced or artificial.

Alice C. Pack

Constructing Dialogues Earl Rand **Holt, Rinehart, and Winston 1969 158 pp. $3.10.**

A series of 86 different semi-programmed exercises in English transformations for beginning through intermediate ESL student or levels for non-standard dialect speakers. Adult level Emphasis is on proper pronoun and verb tense usage. Practice is given in substitution, deletion, expansion, and permutation as students either produce the second and third responses in a dialogue or write the complete dialogue from given cues. Students receive immediate reinforcement as correct responses are printed under each line. (This could be a disadvantage to lazy students) An appendix of English verb classes and irregular verb forms is included.

Alice C. Pack

TESL REPORTER
BOX 157
The Church College of Hawaii
Laie, Hawaii 96762

Non-profit Organization
U. S. POSTAGE
PAID
Laie, Hawaii
PERMIT NO. 1